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## INDUCTION PROGRAMME FOR ELEMENTARY TEACHER EDUCATORS



**RIE Mysore** is a constituent of the NCERT, New Delhi and it is concerned with the school and teacher education in Southern India.



**DSERT, Bangalore** is the apex body dealing with school and teacher education in the South Indian state of **Karnataka**

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**DOUBLE CLICK HERE TO LISTEN TO THE PRAYER WRITTEN BY  
RABINDRANATH TAGORE**



**Where The Mind is Without Fear**

Where the mind is without fear and the head is held high  
Where knowledge is free  
Where the world has not been broken up into fragments By narrow domestic walls  
Where words come out from the depth of truth  
Where tireless striving stretches its arms towards perfection  
Where the clear stream of reason has not lost its way  
Into the dreary desert sand of dead habit  
Where the mind is led forward by thee  
Into ever-widening thought and action  
Into that heaven of freedom, my Father, let my country awake

**VIEW THIS VIDEO TO LISTEN TO THE PRINCIPAL, RIE & DIRECTOR, DSERT**



**Prof. G. T. Bhandage, Principal, RIE  
Mysore** addressing the Teacher  
Educators. **Click Here to View the  
Video**[1]



**Shri M. N. Baig, Director, DSERT  
Bangalore** addressing the Teacher  
Educators. **Click Here to View the Video**[2]



## Overview

### THE BACKGROUND

The Department of State Educational Research and Training, (DSERT) being an apex academic institute has taken up the responsibility of training the Departmental personnel of all levels. The District Institutes of Education and Training (DIETs) discharge similar functions at the district level, exclusively for the promotion of elementary education. The department planned and tried out a Training package in the year 1997-98. **Smt. Gayathri Devi Dutt** and her colleagues did this. A package titled as “Teachers Trainer” was developed and printed for the purpose.

A second effort at designing an Induction Programme was made by the Policy Planning Unit of the DSERT by **Shri H. G. Chandrashekhara** in the year 2005-06, where some relevant and important changes to the earlier programme were envisaged. A document titled *Bunaadi* was brought out as a result of this effort.

In the meanwhile, several changes in functions and role expectations of DIET faculty, such as extensive use of Information and Communication Technology in Elementary Education, prompted the need for a revision in the induction programme. Also, the contents of the package, though relevant, needed updating and revision.

It was in this background that the Regional Institute of Education (RIE), Mysore, which is a constituent of the National Council of Educational Research and Training (NCERT), New Delhi and the DSERT, Bangalore undertook this joint venture of redesigning an induction programme for the teacher educators working in the District Institutes of Education and Training.

This effort was conceptualized and coordinated by **Prof. Vasant D. Bhat** of Regional Institute of Education and **the peer team** consisted of Dr. S.P. Kulkarni and Dr. Asha KVD Kamat of RIE Mysore; Prof. H.M. Kashinath, Karnatak University, Dharwad; Prof. E. R. Ekbote, Gulbarga University; Prof. M.S. Talawar, Bangalore University; Dr. S. Bhaskar, IASE, Bangalore, Shri Niranjana Das, Vijaya Teachers' College, Bangalore; Mrs. Manjula R and Mrs. Malathi B S, DSERT, Bangalore; Dr. H. Kumaraswamy, Mr. T K Raghavendra, Mr. M A Mulla, Mr. K Rathnaiah and Mr. G.V. Hariprasad who are faculty members in different

DIETs in Karnataka.

**Prof. G. T. Bhandage**, Principal, RIE Mysore and **Shri. M. N. Baig**, Director, DSERT provided valuable guidance in this joint venture.

**What is an Induction Programme?** In-service teacher education programmes are of various kinds. *Induction programme, Orientation programme, Refresher programme*, etc. An induction programme is that programme which provides inputs necessary for a person to start performing certain functions expected of him/her. It may have awareness inputs, attitudinal inputs and competency development inputs. The induction programme for DIET faculty, therefore, would provide inputs necessary for a person to perform functions expected of him/her in a DIET.

**Why Induction Programme?** District Institutes of Education and Training (DIET) are the district level institutions with four key functions namely, *Preservice Teacher Education, Inservice Teacher Education, Research and Evaluation*, and *Documentation*. A newly recruited teacher educator in DIET, and the faculty members who are coming by transfer, and deputation needs to be inducted into these functions which are not a part of the teacher education curriculum. Each of the States in the southern India is in need of a training design with inputs/experiences to be provided to the newly recruited teacher educators. It is possible to form a project group of State level functionaries/Senior DIET faculty to articulate a programme of induction and prepare content which would then be forming different modules for the programme.

## Our Vision of Induction



The DSERT, Bangalore has conducted induction programmes for DIET faculty earlier and a printed package also is available. We visualise that the present programme is a revised and updated version of the earlier programme. Hence, inputs in the earlier package which are useful and appropriate are retained in this version as well.

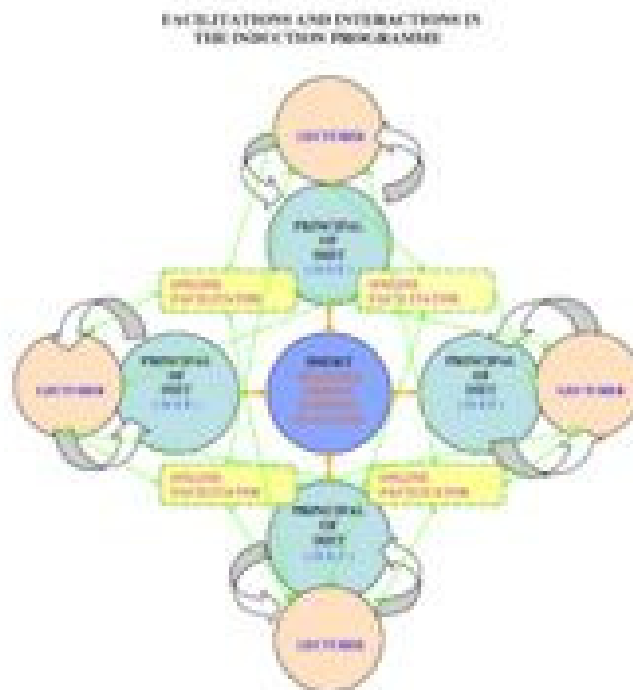
As stated above, an induction programme provides inputs necessary for a person to start performing certain functions expected of him/her. It may have awareness inputs, attitudinal inputs and competency development inputs. In this programme also all these outcomes are thought of. Much of the knowledge base and awareness building is done at the respective places of work of a DIET faculty without disturbing the regular functioning of the DIET. In our view, a training programme should least disturb a person from his/her work place. Even if bringing him to a training venue is necessary for skill and competency development

aspects of the programme, it should be of a short duration and should happen only to the extent necessary.

Secondly, the programme could provide those essential inputs from which the participants could build and contextualise according to their work conditions.

Thirdly, it is believed that a vast body of knowledge is already available on the internet and they should be used properly to provide scope and direction for those lecturers who wish to specialise in an area or learn more than commonly expected.

### How Facilitation and Interaction Occurs in the Induction Programme



*Click here to Enlarge* **Facilitation and Interactions in the Induction Programme**

The web based induction programme envisages three kinds of interactions as represented in the diagram. DSERT which is the nodal agency for the programme would provide initial orientation, provide systemic support and undertake evaluation. The programme would have both **Onsite Facilitators** and **Online Facilitators**. The Principals of concerned DIETs would be the Onsite Facilitators and the Peer Team which articulated and developed this programme would act as Online Facilitators. The Onsite Facilitators would provide systemic support at the institutional level and undertake monitoring. Whereas, the Online Facilitators would provide continuous support on learning and monitor progress of the enrolled DIET faculty.

## Who Needs Induction?

An Induction Programme is needed for a person who is new to a nature of work. For example, a lecturer of DIET needs induction training if he has never worked in a DIET, is newly appointed and is not having a previous experience of performing those functions expected of a DIET faculty member. In a way it is an *initiation*.

Even though an induction programme is provided to a DIET faculty who is new to the DIET, a faculty member on transfer or promotion from some other level or sector may also benefit from induction training. In other words, it is not the age alone or recency of recruitment which decides who needs an induction programme.

What to do in a DIET? is a perennial question before each one in the hierarchy of the department. The authorities confront this question while deciding placements and also while monitoring the performance of the institution. The DIET faculties, placed in their new role, are not clear about the role expectations from them. Hence, it is felt that they have not been able to discharge their duties in a satisfactory manner. Besides, they have been unable to develop the convictions needed of a trainer.

## WHAT IS THE PURPOSE OF THE PACKAGE?



### Objectives

**The Aim of the Programme is**

- **To create an ICT platform to Help the DIET Faculty in shaping up oneself Continuously as a Resource Person.**

**The Objectives of the Programme are**

- *To understand DIET as an academic institution and the challenges before it.*
- *To develop an appreciation for the trainer's role in the DIET faculty.*
- *To locate and use ICT for enrichment and effective functioning as a DIET faculty.*
- *To enhance functional capabilities as a DIET faculty.*



## WHAT IS THE CONTENT?

The training package looks at the functions and responsibilities of a DIET faculty in relation to the state of primary education. Thus all the areas that make a DIET faculty a trainer and a researcher have been addressed. The content could be classified into five broad areas.

### AREAS COVERED IN THE INDUCTION PACKAGE

1. **DIET Roles and Functions**
2. **Trainer Skills**
3. **Research and Reflective practices**
4. **e-media**
5. **Planning**
6. **General Topics for awareness**

## HOW TO PROCEED?

1. The staff member of DIET is required to register online as well as by post by filling the REGISTRATION FORMAT enclosed.
2. The DSERT would organise an orientation programme to the participants on the training package, procedures to be followed, etc.
3. Upon receiving confirmation, the faculty is required to work online with the material, preferably area by area, and complete the activities/ tasks as per instructions provided.
4. Each section has a suggested time for completion. Even though you are free to proceed at your own pace, the time frame may be kept in mind for maintaining efficiency and for enabling face-to-face programme to be scheduled.
5. Reading material, supplementary material in videocassettes and transparencies for classroom transaction have been prepared and incorporated in the training package.
6. Training is conducted both online and face-to-face. However, teleconferencing could be incorporated for review of progress and redressing difficulties faced by the trainees in completing the online component.
7. The respective DIET Principals have to facilitate the completion of online component by providing Internet facilities and administrative clearance for undertaking various activities envisaged in the package.
8. The assignments and activities completed have to be communicated online, through e-mail to the address given, with a copy to the coordinator at the DSERT.



## Some Features You May Like to Know

At the end of every page is a **navigation help** that allows you to go to any section of the package without having to go to the main page. You would need this help when you want to parallally refer to more than one section of the package. This is how the navigation help looks like

<b>Web Based Induction Programme for Elementary Teacher Educators</b>	
<b>For District Institutes of Education and Training (DIET), India</b>	
<b>DIET Roles and Functions</b>	Functions of DIETS   Competencies of DIET Functionaries   Academic Linkages   Administrative Linkages   NGO Linkages
<b>Trainer Skills</b>	Role Expectations   Communication Skills   Management Skills   Transactional Skills   Evaluation Skills
<b>Action Research</b>	General Orientation to Research   Action Research in Relation to Other Types of Research   The Procedure of Action Research   A Review of Efforts Done So Far   Report Writing & Documentation of Research   Appraisal of Research   Supporting Action Research at the School Level
<b>E-Media</b>	Getting started   Slideshow Presentations   Recording and Presenting Data   Using eMail   Finding resource on the Internet   Computers and Audio-visual resources   Creating Forms   Handling Hardware   Using Digital Projectors   Analyzing Data   Creating Educational Programs   ICT in Education
<b>Planning</b>	Introduction
<b>General Topics</b>	Rights of the Child   UEE and ELL   Gender Equity   Inclusive Education   Peace Education   Critical Pedagogy   Constructivism   Multi-Grade & Multi-Level Teaching   State and Central Schemes   National Policies   Right to Information, Civilian Charter   Dealing with Legal Matters   Alternative Schooling   NGO Initiatives in Education in Karnataka   Karnataka Education Act   Education for Sustainable Development

## WHAT IS THE TIME ALLOCATION?

The rigidity of timings is relaxed, prioritizing the process part of the training. However, suggestions are made for completing an activity in a time frame. This has been done keeping in mind the fact that the faculty of DIET is also engaged in certain routine activities of the institute while receiving the training inputs. Hence, they may be liberal for those who are having relatively less of work load, access to Internet beyond office hours and well versed with the online work and computer use

## WHO ARE THE USERS?



1. The Training package, though initially being used by DSERT, in future it can also be used by any institute such as, SCERTs of other states, RIEM, ATI Mysore, IASEs and others who propose to train the DIET faculty.
2. The package aims to cover several areas of training such as e-media and trainer skills, which are general in nature and therefore can be adapted by any training institute.
3. The training package, though tested, welcomes enrichment in course of time. One of the ways of attaining this is evaluating the course each time it is run.

✓ You may begin your journey through this induction programme. Do not hesitate to contact us at the e-mail addresses below, if you need any help or if you wish to communicate with us for any other purpose

**THE e-MAIL IDs OF ONLINE  
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